DOCUMENT RESUME

ED 430 464 HE 032 055

TITLE Where Have Oregon's Graduates Gone? Survey of the Oregon High School Graduating Class of 1997. A Report to the Oregon State Board of Higher Education.

INSTITUTION Oregon Univ. System, Eugene.

PUB DATE 1998-05-00

NOTE 58p.

AVAILABLE FROM Office of Institutional Research Services, Oregon University System, P.O. Box 3175, Eugene, OR 97403; Tel: 541-346-5718; Fax: 541-346-5764.

PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *College Choice; College Students; Community Colleges; *Decision Making; Educational Attitudes; *Enrollment; Enrollment Trends; *High School Graduates; Higher Education; Minority Groups; Private Colleges; State Universities; Statistical Data; Tables (Data)

IDENTIFIERS *Oregon; Oregon University System

ABSTRACT

This study identified the percentage of the Oregon high school graduating class of 1997 who attended a postsecondary institution in fall 1997 or winter 1998, their specific college choices and the reasons for such choices, and reasons for not attending for those who chose not to go to college. Telephone interviews were conducted with 400 randomly selected graduates; an additional 400 interviews were conducted with a random sample of ethnic minority graduates. It was found that 63.9 percent of the respondents in the general sample were enrolled in some form of postsecondary education in fall 1997; an additional 3.5 percent enrolled in winter 1998. Of these, 35.3 percent were attending a four-year college or university and 32.1 percent a two-year college. The study found that the major reasons for choosing or not choosing a college were related to academic reputation, costs, and proximity to home. The affordability of Oregon University System (OUS) institutions compared to other four-year college options was a major factor for students who chose an OUS institution. Three appendixes provide information on the representativeness of survey respondents, comments from survey respondents, and a copy of the survey instrument. (MDM)

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Oregon University System

Where Have Oregon's Graduates Gone?

Survey of the Oregon High School Graduating Class of 1997

Prepared by the
Office of Institutional Research Services
Oregon University System
P.O. Box 3175
Eugene, Oregon 97403

May 1998

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Eastern Oregon University | Oregon Institute of Technology | Oregon State University | Portland State University | Southern Oregon University
University of Oregon | Western Oregon University | Oregon Health Sciences University – Affiliated

Contents

Page

EXECUTIVE SUMMARY v

BACKGROUND 1

FINDINGS 2

What Proportion of Oregon High School Graduates Attend College? 2

Where Do Students Choose to Go to College? 2

What are the Demographic Characteristics of College Enrollment? 3

What Do Student Choose to Study? 4

Why Do Students Choose an OUS Institution? 4

Why Do Students Choose Another Institution in Oregon Instead of OUS? 4

Why Do Students Choose Another Oregon or Out-of-State 4-Year Institution? 5

Why Do Students Choose an Oregon Community College or Out-of-State 2-Year College? 5

Where Are the "High GPA" Students Going to College? 5

What Are the Reasons for the College Choices of High GPA Students? 6

What Are the Reasons for Not Attending College? 6

What Else Did the Respondents Say? 6

Where Do Oregon's Graduates Go in the Longer Term? 7

TABLES

Table 1	College Enrollment Rates: Class of 1997 Compared to Classes of 1993 and 1995	9
Table 2	College Enrollment Rates: Oregon Compared to U.S.	10
Table 3	College Enrollment Rates: Choice of College Type	11
Table 4	Distribution of Demographic and GPA Characteristics Within Each College Choice Group	12
Table 5	College Choices of High School Graduates by Demographic and GPA Characteristics	14
Table 6	Major Field of Study	16
Table 7	Reasons for Choosing an OUS Institution	17
Table 8	Importance of Reasons for Choosing an OUS Institution	18
Table 9	Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Oregon Independent College	19
Table 10	Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Out-of-State Four-Year Institution	20

Contents (continued)

Page

Table 11 Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Oregon Community College 21

Table 12 Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Out-of-State Two-Year Institution 22

Table 13 College Choice of High GPA Students Compared to Other Students 23

Table 14 College Choice of High GPA Students: Class of 1997 Compared to Class of 1995 24

Table 15 Importance of Reasons for Choosing an OUS Institution: High GPA Students 25

Table 16 Reasons for Not Going to College 26

APPENDICES

Appendix 1 Representativeness of Survey Respondents Compared to Post-High School Plans Survey Database and All Oregon Public High School Graduates 27

Appendix 2 Other Comments from Survey Respondents 31

General Sample 33

Ethnic Minority Sample 39

Appendix 3 Survey Instrument 45

Executive Summary

Background

A telephone survey was undertaken in February 1998 of a random sample of the Oregon high school graduating class of 1997, the third of a biennial study begun with the class of 1993. This study aimed to identify the percentage of the graduating class who attended a postsecondary institution in fall 1997 or winter 1998, their specific college choices and the reasons for those choices, and reasons for those who chose not to go to college.

Enrollment

The college enrollment rates of the Oregon class of 1997 are very similar to those of the classes of 1993 and 1995, and to rates for the United States as a whole.

Percent of High School Graduates Enrolled Fall Term Following Graduation

	Men	Women	Total
Oregon—1997	60.1	67.8	63.9
Oregon—1995	54.8	65.7	63.4
Oregon—1993	57.6	67.0	62.5
U.S.—1996*	60.1	69.7	65.0

* Source: U.S. Department of Education, *Digest of Education Statistics 1997*.

Almost 64% of the respondents in the Oregon class of 1997 survey were enrolled in some form of postsecondary education in fall 1997 with an additional 3.5% enrolling winter 1998. With the additional delayed enrollment likely over the next year, the college attendance rate of the class of 1997 at the end of eighteen months following graduation could be as high as 86%, based on the findings of this survey.

Choices

Among all of the high school graduates surveyed, 35.3% were attending a four-year university or college after winter term and 32.1% had chosen a two-year college. Compared to the class of 1995, significantly fewer students attended a four-year institution outside Oregon. Nearly 25% of those surveyed enrolled in an Oregon community college fall term, with another 3.1% delaying enrollment in the community college until winter term. The distribution for class of 1997 graduates is shown graphically below.

Reasons

As in the earlier studies, the major reasons for choosing or not choosing a college are related to *academic reputation, costs to students*, and *proximity to (or distance from) home*.

- The academic reputation of the institution was the most important consideration for respondents choosing any of the four-year college options, public or private, in Oregon or out-of-state.

- The affordable cost of OUS compared to other four-year college options continued to be a major reason for respondents who chose an OUS institution. On the other hand, the relatively high cost of OUS compared to a community college was a major reason those attending an Oregon community

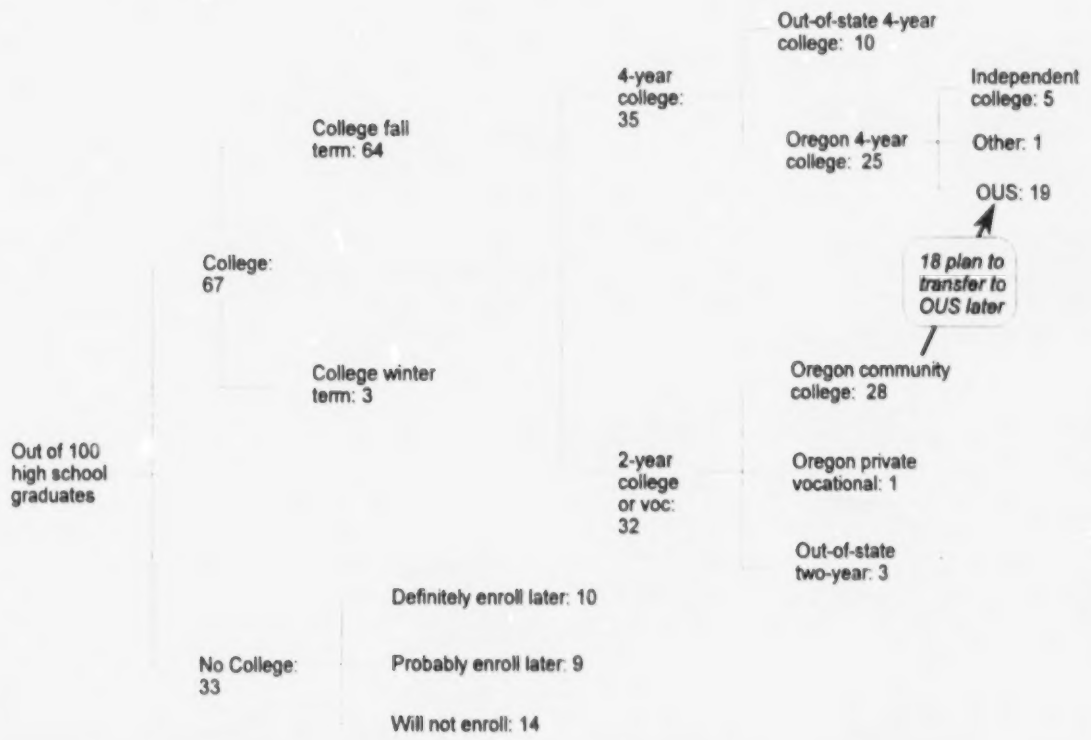
college or out-of-state two-year college did not attend an OUS institution. (Of those going to an Oregon community college, more than three-quarters indicated plans to transfer to an OUS school later.) For students selecting private four-year and out-of-state institutions, the availability of good financial aid and scholarships was a major reason for their choice.

- A desire to stay close to home was a major factor for over 70% of respondents choosing either an OUS institution or an Oregon community college; it was also considered important by over 65% of those selecting an Oregon independent college. Conversely, over 50% of students attending an out-of-state four-year institution cited "wanting to leave Oregon" as a major reason for their college choice.

- A significant percentage of respondents with high school grade point averages of 3.75 or better continue to choose an out-of-state institution. Over a third of the "high GPA" respondents (34.5% of those attending college) selected a four-year university outside Oregon, compared to 10% of those with GPA's below 3.75.

- For the respondents choosing not to go to college, work and cost were the reasons most frequently cited. Other important reasons were entry into the military and the desire for a break from school.

Where Did the Class of '97 Go After Graduation?



BACKGROUND

As part of an ongoing effort to understand the post high school activities of Oregon high school graduates, a telephone survey was undertaken in February 1998 of a random sample of the Oregon high school graduating class of 1997. This survey is the third of a biennial study begun with the class of 1993 and reported in the OUS publications *Where Have All the Graduates Gone?*

This study aimed to identify the percentage of the graduating class who attended a postsecondary institution in fall 1997 or winter 1998, their specific college choices and the reasons for those choices, and reasons for those who chose not to go to college. Demographic variables of gender, race or ethnicity, and home county were included.

Telephone interviews were conducted with 400 randomly-selected members of the high school class of 1997 drawn from the OUS Post High School Plans (PHSP) survey database, with an additional 400 interviews conducted with a random sample of ethnic minority graduates. The ethnic minority over-sample was weighted proportionately and merged with the general random sample. Interviews were conducted with either the high school graduate or, if he or she could not be reached, with a parent. In 77% of the cases, interviewers spoke to the high school graduate. Since most of the requested information was of a factual nature likely to be known by a parent, parental responses were considered valid.

Some of the survey questions asked of recent high school graduates were open-ended – for example, "Why did you choose the OUS college you attended?" Additional questions asked respondents to rate the importance of several possible reasons for choosing their institution from an established list of reasons. The survey results may show some variation in responses to the two types of questions. Occasionally, respondents rated as important a reason that was presented to them from the list, even though they had not indicated that reason in their response to the open-ended question.

Appendix 1 shows comparisons of survey respondents, the overall PHSP survey database, and all 1997 Oregon public high school graduates along the variables of gender, ethnic group, and geographic region in Oregon. On all three variables, the distribution of survey respondents mirrors that of the larger databases. As conventionally reported in polls or surveys of this type, the margin of error for this survey is approximately plus or minus 5%. The actual margin of error varies from question to question.

This class of 1997 survey was conducted using the same research design and instrument developed by the OUS Office of Institutional Research Services for the class of 1993 and class of 1995 surveys. The instrument was amended slightly to accommodate those respondents delaying college enrollment until winter term and to collect data on choice of college major. The inclusion in the college-going sample of respondents delaying their enrollment to winter term needs to be taken into account in making comparisons with the 1993 and 1995 surveys.

The telephone interviews, data entry, coding, and file preparation were carried out by Alliance Interviewing Services and MarketLink of Eugene.

FINDINGS

What Proportion of Oregon High School Graduates Attend College?

Almost 64% of the respondents in the Oregon class of 1997 survey were enrolled in some form of postsecondary education in fall 1997 (Table 1). An additional 3.5% delayed enrollment to winter 1998. Another 10.1% said they would *definitely* enroll in college within twelve months, while 8.6% said they would *probably* enroll within twelve months. Thus, the college attendance rate of the class of 1997 at the end of eighteen months following graduation could be 86%, based on the findings of this survey. These rates are very similar to those of the 1993 and 1995 surveys. Of those respondents attending college fall 1997 or winter 1998, 85.9% were attending full-time, compared to 91.2% of the class of 1995 respondents.

The overall college enrollment rate for Oregon high school graduates is comparable to the U.S. average, as are differences in enrollment rates by gender (Table 2). Oregon's figures show differences, however, in rates by ethnic group. The rate of college attendance among African American and Hispanic/Latino graduates is higher in Oregon than in the U.S. as a whole. (Comparable national data for American Indian and Asian American students are not available.)

Where Do Students Choose to Go to College?

Among all of the high school graduates surveyed, 35.3% were attending a four-year college after winter term and 32.1% had chosen a two-year college. As Table 3 shows, the largest proportion of those attending a four-year college chose an Oregon public university. The Oregon University System enrolled 19.2% fall term (19.4% including winter term), compared to the 19.5% fall enrollment rate for class of 1995[1] graduates. Another 5.3% of the survey respondents enrolled in an Oregon independent college.

Compared to the class of 1995, fewer students are leaving Oregon to attend a four-year university. Just over 10% of the class of 1997 respondents attended a four-year university outside Oregon, compared to 13.7% in 1995, a statistically significant difference.

Nearly 25% of the class of 1997 enrolled in an Oregon community college fall term, a rate comparable to those reported in 1993 and 1995. An additional 3.1% enrolled in a community college winter term. Another 3.1% went to an out-of-state two-year college, while proprietary schools in Oregon enrolled 1.1%. The distribution for class of 1997 graduates is shown graphically on the following page.

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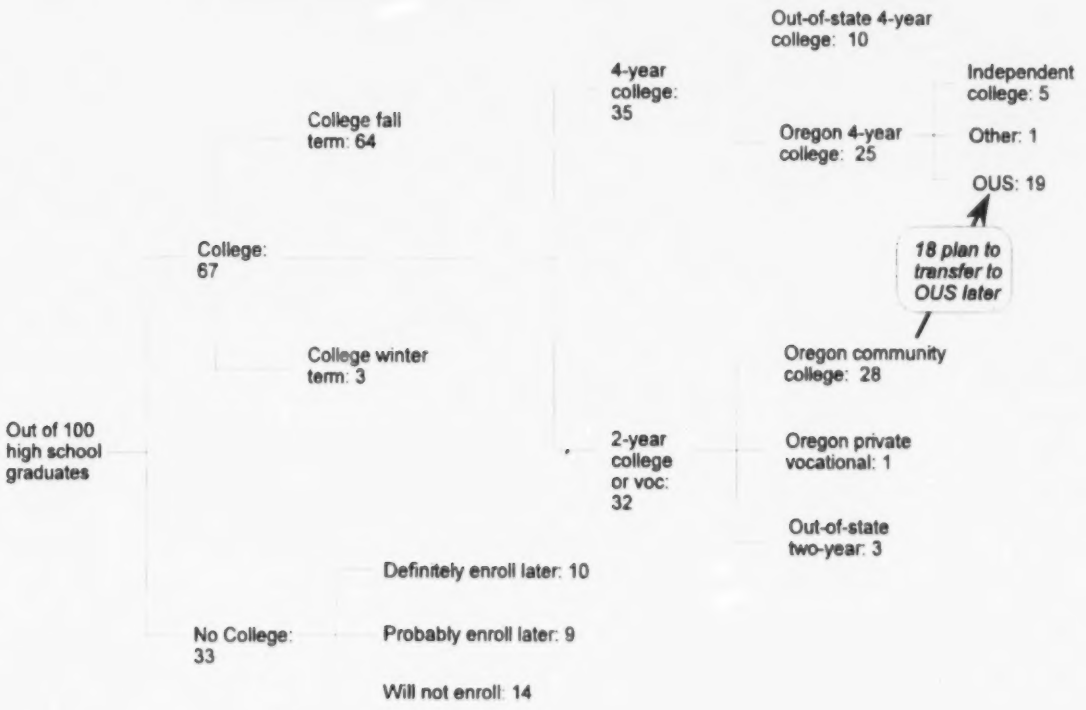
[1] The college attendance percentages reported in Table 1 for the Oregon class of 1995 are slightly higher than those reported in the survey report issued in 1996 (e.g., 63.4% overall compared to 60.3% originally reported). A subsequent analysis of the class of 1995 survey data corrected a previously undetected sampling error.

Where Did the Class of '97 Go After Graduation?



What are the Demographic Characteristics of College Enrollment?

Table 4 shows the distribution of demographic characteristics and GPA within each college category. Gender differences in college attendance are not statistically significant in the class of 1997 survey, although there were statistically significant differences in the two earlier surveys. The distribution by region and by ethnic group is generally comparable among the college choice categories. The differences in grade point average distributions will be discussed later in the report.

College attendance rates among racial/ethnic groups (Table 5) show a statistically significant relationship between ethnicity and college attendance.[2] Asian American and African American graduates have the highest rates of college attendance with 80% of respondents in each group enrolled for fall or winter term. White students and those of mixed or unknown racial background enroll at rates comparable to the overall average of 67%, and American Indian students are just below that at 63.6%. Hispanic/Latino graduates show the lowest rates of college attendance at 56.2%.

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[2] Statistical analysis by ethnic group was conducted using the over-sample of 382 ethnic minority survey respondents.

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A higher proportion of Asian American students attended four-year colleges and a higher proportion of African American students attended community colleges. However, there is no statistically significant relationship between ethnicity and choice of college type because of the small number of respondents within some racial/ethnic groups.

What Do Students Choose to Study?

As shown in Table 6, a third (33.5%) of those respondents attending college had not declared a major by February of their freshman year. Among the remainder, the most popular major was business (13.6%). Majors relating to engineering, computer science, and engineering and computer-related technologies, were the choice of 8.5% of college-going respondents. Other frequently declared majors include social sciences (6.6%), fine arts (5.1%), education (4.7%), and physical/life sciences (4.3%).

"It was the reputation of the program. Kind of close to home but far enough away, too."

– OUS university student

Why Do Students Choose an OUS Institution?

An Oregon University System institution was the choice of 19.4% of the overall survey respondents, or 28.8% of the college-going respondents and 54.8% of those attending a four-year institution. In response to an open-ended question, *a high quality program in my major* was cited by more than half of those students (52.7%) as among the reasons they chose the Oregon University System (Table 7). Many students chose the OUS institution because they wanted to *stay closer to home* (50%); some because the *overall cost is affordable* (27%). When asked to rate the importance of various reasons for choosing an OUS institution, almost 92% said *the good academic reputation of the OUS institution* was either very important or somewhat important, and 85% said that OUS *offering the major they desired* was important in their choice (Table 8). *Being able to afford the cost of OUS* was considered very important or somewhat important by 83.8% of those attending an OUS school, compared to 96% of those students in 1995. Relatively few respondents mentioned receipt of a scholarship or the availability of a desired sports program as significant reasons for their choice of OUS.

"It was close to home and the campus is small. My professors all know my name and I like that a lot."

– OUS university student

Why Do Students Choose Another Institution Instead of OUS?

Similar to those choosing an OUS university, the most important reasons for those students selecting any other institution were *academic reputation of the institution, cost to the student, and proximity to (or distance from) home.* For those choosing a four-year university, either in Oregon or out-of-state, the most important reason was the *academic reputation of the institution* they selected; for those attending a two-year college, *cost* was at or near the top of the list. It would appear from the survey results that concerns about OUS institutions cutting academic programs or other activities are continuing to abate.

Why Do Students Choose Another Oregon or Out-of-State Four-Year Institution?

An Oregon independent college was the choice of 5.3% of the high school graduates surveyed, or 7.8% of the college-going respondents and 14.8% of those attending a four-year institution. A four-year institution outside Oregon was the choice for 10.2% of the overall survey respondents, or 15.2% of the college-going respondents and 28.9% of those attending a four-year institution. As shown in Tables 9 and 10, the perceived *better academic reputation* of their chosen college was the top reason cited by 95% of those attending an Oregon independent college and by almost 80% of those going out-of-state as either very important or somewhat important in their choice. *Scholarships* and *financial aid* played a more significant role for those choosing an Oregon independent college than for those attending out-of-state, with three-fourths of respondents enrolled in an Oregon independent college citing each of these reasons as either very or somewhat important and less than half of those enrolled out-of-state considering them so. *Location of the school* was an issue for many respondents. Predictably, those attending an Oregon independent college preferred to *stay closer to home* (65%) and those enrolled out-of-state *wanted to leave Oregon* (51.3%).

"I wanted to leave Oregon and see another part of the country. It was a small private school with smaller classes than Oregon state schools."

– out-of-state university student

Why Do Students Choose an Oregon Community College or Out-of-State Two-Year College?

An Oregon community college was the choice for 27.9% of the overall survey respondents, or 41.2% of the college-going respondents. As shown in Tables 11 and 12, over three-fourths (76.4%) of the respondents attending an Oregon community college and a third (33.3%) of those attending an out-of-state two-year college identified *plan to transfer to an OUS school later* as being a very important or somewhat important reason for their choice. An *inability to afford the cost of an OUS institution* and a *desire to stay closer to home* were both considered very or somewhat important reasons by 72.6% of those attending an Oregon community college. Among respondents choosing an out-of-state two-year college (3.1% of high school graduates), two-thirds (66.7%) rated *not being able to afford the cost of an OUS school* as a very important or somewhat important reason for their choice. Other important reasons for those attending an out-of-state two-year college were the *academic reputation of the college they chose* (58.3%), *better financial aid* and *receiving a scholarship* (both 41.7%).

"I believed I could get my first two years at a community college and then I could transfer. It was a lot more affordable for me that way."

– community college student

Where Are the "High GPA" Students Going to College?

The high school grade point average (GPA) data in this survey were obtained through self-reports by the high school graduates or second-hand reports by parents. For this reason, caution should be used in interpreting the GPA data.

As would be expected, there are variations in GPA according to the type of college attended (see Table 4). The comparison among four-year institutions shows that 23% of those attending OUS had a GPA of 3.75 or more, while for Oregon independent colleges the figure is 45% and for out-of-state four-year institutions the figure is almost 49%.

Students graduating with a high GPA show higher rates of college attendance in fall 1997 or winter 1998: 88.5% compared to 63.4% for other respondents. Table 13 shows the college choice patterns of high GPA respondents enrolled in college compared to enrolled respondents with a high school GPA less than 3.75. Over 34% of the high GPA group attended an out-of-state four-year institution, compared to 10% of other respondents. The figures show high GPA students choosing an OUS institution at about the same rate as students with a lower GPA (30.9% compared to 28.3%).

A comparison of attendance rates in 1995 and 1997 (Table 14) shows fewer high GPA students leaving the state: 34.5% chose an out-of-state four-year institution in 1997 compared to 42.2% in 1995. While this finding is not statistically significant, it does suggest a trend to watch for in the next survey.

"It's prestigious, offers courses I'm interested in taking. It offered me a full-tuition scholarship."

– OUS university student

What Are the Reasons for the College Choices of High GPA Students?

As shown in Table 15, among respondents in the high GPA group who chose an OUS institution, the reasons were closely aligned to those for all OUS respondents, except that *being able to afford the cost* was slightly more important for high GPA students, being cited as very important or somewhat important by 88.2% compared to 83.8% for all students choosing OUS (Table 8).

Inasmuch as the largest proportion of high GPA students were those going to out-of-state four-year institutions, and the majority of students attending those institutions were in the high GPA group, the reasons cited for their college choice reflect the choices of the out-of-state four-year group as a whole: the perceived *better academic reputation*, receipt of a *scholarship* or *better financial aid award*, and the *desire to leave Oregon*.

What Are the Reasons for Not Attending College?

"I wasn't sure what I wanted to do yet...so I took a year off."

– high school graduate

As shown earlier, 36.1% of the respondents did not attend any college in fall 1997 and 32.6% were still not enrolled after winter term 1998. Of those not attending college, 57.6% indicated they would be likely to attend college sometime during the next twelve months. As Table 16 shows, the most frequently cited reasons for not attending college were that the respondent's *work schedule doesn't allow time* (cited by 22.6% of those not attending) and an *inability to afford college*, cited by 21% of those not attending college. Other frequently-cited reasons for not attending college included the respondent's *wanting to take a break from school* (cited by 15.3%) and the respondent (or spouse) *joining the military service* (14.5%).

What Else Did the Respondents Say?

Respondents were given an opportunity to add any other comments about their choices, about higher education, or about the survey that they thought should be included in the study. The survey comments were compiled separately for the "general" sample and the "ethnic" over-sample. These comments are included, unedited, in Appendix 2.

Where Do Oregon's Graduates Go in the Longer Term?

The completion of this third biennial survey raises questions about the longer-term enrollment patterns of Oregon high school graduates:

- What happens to the sizable proportion who do not enroll but say they are likely to enroll? Do they actually enroll in college later?
- The majority of respondents enrolled in an Oregon community college say they plan to enroll in an OUS institution later. Do they?
- Where are the students who left Oregon to attend college? How many return to Oregon?

Plans are under way to conduct follow-up surveys of class of 1997 and class of 1995 respondents. The results of the follow-up studies will be presented to the Board within the next year.

"College is definitely a great choice for after high school. I'd highly recommend it, not only for preparing for a career but also because it teaches independence and skills that enable you to learn how to succeed in life."

— Class of '97 survey respondent

Table 1

College Enrollment Rates: Class of 1997 Compared to Classes of 1993 and 1995

(Percent of Survey Sample*)

	Class of 1993	Class of 1995**	Class of 1997
Enrolled in a postsecondary program			
Enrolled fall term after graduation	62.5	63.4	63.9
Delayed enrollment until winter term	–	5.8	3.5
Total enrolled in a postsecondary program	–	69.2	67.4
Not enrolled in any college			
After fall term following graduation	37.5	36.6	36.1
After winter term following graduation	–	30.8	32.6
Will DEFINITELY enroll within the next 12 months	8.1	10.0	10.1
Will PROBABLY enroll within the next 12 months	12.2	6.6	8.6
Total who have enrolled or say they will DEFINITELY enroll within 18 months of high school graduation	70.6	79.2	77.5
Total who have enrolled or say they will either DEFINITELY or PROBABLY enroll within 18 months of high school graduation	82.8	85.8	86.1

* For the class of 1993 survey, sample size is 531; sample sizes for the classes of 1995 and 1997 are 380 and 381, respectively (each with an over-sample of 400 responses from ethnic minority graduates, weighted proportionately and merged into the general sample).

** The college attendance percentages reported here for the Oregon class of 1995 are slightly higher than those reported in the survey report issued in 1996 (e.g., 63.4% overall compared to 60.3% originally reported). A subsequent analysis of the class of 1995 survey data corrected a previously undetected sampling error.

RevTable1.wb3

Table 2

College Enrollment Rates: Oregon Compared to U.S.

(Percent of High School Graduates)

	Oregon **Survey Respondents (1997)***	**United States (1996)**
Gender		
Men	60.1	60.1
Women	67.8	69.7
Total	63.9	65.0
Ethnic Group		
African American	71.9	55.3
American Indian	57.8	Not reported
Asian American	74.6	Not reported
Hispanic/Latino	54.1	50.7
White	63.9	65.8
Mixed/Declined to respond	64.3	Not reported
Total	63.9	65.0

* For comparison to national data, enrollment rates for survey respondents represent fall term only.

Sources: (1) OUS Institutional Research Services, "Where Have Oregon's Graduates Gone?" Survey of the Oregon high school graduating class of 1997. (2) U.S. Department of Education, *Digest of Education Statistics 1997*, December 1997.

RevTable2.wb3

Table 3

College Enrollment Rates: Choice of College Type

(Percent of Survey Sample)

	Class of 1993	Class of 1995*	Class of 1997
Four-Year Institutions			
Oregon University System			
Enrolled fall term	17.5	19.5	19.2
Delayed to winter term	–	–	0.2
Total	–	–	19.4
Oregon independent college			
Enrolled fall term	5.3	4.5	5.3
Delayed to winter term	–	–	0.0
Total	–	–	5.3
Oregon other college**			
Enrolled fall term	0.0	0.0	0.4
Delayed to winter term	–	–	0.0
Total	–	–	0.4
Out-of-state four-year institution			
Enrolled fall term	11.7	13.7	10.2
Delayed to winter term	–	–	0.0
Total	–	–	10.2
TOTAL FOUR-YEAR			
Enrolled fall term	34.5	37.7	35.1
Delayed to winter term	–	–	0.2
Total	–	–	35.3
Two-Year & Vocational Institutions			
Oregon community college			
Enrolled fall term	25.2	22.3	24.8
Delayed to winter term	–	–	3.1
Total	–	–	27.9
Oregon proprietary school			
Enrolled fall term	0.6	0.5	1.1
Delayed to winter term	–	–	0.0
Total	–	–	1.1
Out-of-state two-year institution			
Enrolled fall term	2.3	2.9	2.9
Delayed to winter term	–	–	0.2
Total	–	–	3.1
TOTAL TWO-YEAR & VOCATIONAL			
Enrolled fall term	28.1	25.7	28.8
Delayed to winter term	–	–	3.3
Total	–	–	32.1

* The college attendance percentages reported here for the Oregon class of 1995 are slightly higher than those reported in the survey report issued in 1996 (e.g., 19.5% for OUS compared to 18.5% originally reported). A subsequent analysis of the class of 1995 survey data corrected a previously undetected sampling error.

** Includes Oregon campuses which are not fully accredited by the state or are controlled by out-of-state institutions.

RevTable3.wb3

Table 4

Distribution of Demographic and GPA Characteristics within Each College Choice Group

	OUS		OR Comm College		OR Indep College		OR Proprietary		OR Other*		4-Year Out-of-State		2-Year Out-of-State		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender																		
Male	34	45.9	53	50.0	8	40.0	1	25.0	1	50.0	17	43.6	7	58.3	69	55.6	190	49.9
Female	40	54.1	53	50.0	12	60.0	3	75.0	1	50.0	22	56.4	5	41.7	55	44.4	191	50.1
Total Sample	74	100.0	106	100.0	20	100.0	4	100.0	2	100.0	39	100.0	12	100.0	124	100.0	381	100.0
Oregon Region																		
1 - Clatsop, Columbia, Lincoln, Tillamook	4	5.4	1	0.9	2	10.0	0	0.0	0	0.0	1	2.6	1	8.3	5	4.0	14	3.7
2 - Clackamas, Multnomah, Washington, Yamhill	33	44.6	53	50.0	10	50.0	1	25.0	1	50.0	23	59.0	4	33.3	34	27.4	159	41.7
3 - Benton, Lane, Linn, Marion, Polk	18	24.3	25	23.6	6	30.0	1	25.0	0	0.0	7	17.9	2	16.7	38	30.6	97	25.5
4 - Coos, Curry, Douglas, Jackson, Josephine	9	12.2	12	11.3	1	5.0	0	0.0	0	0.0	4	10.3	1	8.3	27	21.8	54	14.2
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	4	5.4	4	3.8	0	0.0	1	25.0	1	50.0	1	2.6	2	16.7	8	6.5	21	5.4
6 - Crook, Deschutes, Jefferson	0	0.0	8	7.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	4.8	14	3.7
7 - Grant, Harney, Klamath, Lake	3	4.1	2	1.9	0	0.0	1	25.0	0	0.0	1	2.6	2	16.7	2	1.6	11	2.9
8 - Baker, Malheur, Union, Wallowa	3	4.1	1	0.9	1	5.0	0	0.0	0	0.0	2	5.1	0	0.0	4	3.2	11	2.9
Total Sample	74	100.0	106	100.0	20	100.0	4	100.0	2	100.0	39	100.0	12	100.0	124	100.0	381	100.0

continued...

Table 4

Distribution of Demographic and GPA Characteristics within Each College Choice Group

	OUS		OR Comm College		OR Indep College		OR Proprietary		OR Other*		4-Year Out-of-State		2-Year Out-of-State		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
continued																		
Ethnic Group																		
African American	1	1.1	2	1.9	0	0.0	0	0.0	0	0.0	1	2.6	0	0.0	1	0.8	5	1.3
American Indian	2	2.7	3	2.8	1	5.0	0	0.0	0	0.0	1	2.6	0	0.0	4	3.2	11	2.9
Asian American	5	6.8	4	3.8	1	5.0	0	0.0	0	0.0	2	5.1	0	0.0	3	2.4	15	3.9
Hispanic/Latino	3	4.1	4	3.8	1	5.0	0	0.0	0	0.0	1	2.6	0	0.0	7	5.6	16	4.2
White	56	75.9	80	75.5	15	75.0	3	75.0	2	100.0	27	69.2	11	91.7	93	75.0	287	75.4
Mixed race/ethnicity	7	9.5	12	11.3	2	10.0	1	25.0	0	0.0	7	17.9	1	8.3	14	11.3	44	11.5
Declined to respond	0	0.0	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	1.6	3	0.8
Total Sample	74	100.0	106	100.0	20	100.0	4	100.0	2	100.0	39	100.0	12	100.0	124	100.0	381	100.0
High School GPA																		
3.75-4.00	17	23.0	9	8.5	9	45.0	0	0.0	0	0.0	19	48.7	1	8.3	7	5.6	62	16.3
3.50-3.74	23	31.1	18	17.0	5	25.0	1	25.0	1	50.0	7	17.9	4	33.3	17	13.7	76	19.9
3.25-3.49	10	13.5	10	9.4	2	10.0	0	0.0	0	0.0	7	17.9	2	16.7	13	10.5	44	11.5
3.00-3.24	14	18.9	28	26.4	3	15.0	1	25.0	1	50.0	2	5.1	1	8.3	27	21.8	77	20.2
2.75-2.99	7	9.5	18	17.0	0	0.0	1	25.0	0	0.0	3	7.7	1	8.3	17	13.7	47	12.4
2.50-2.74	2	2.7	12	11.3	0	0.0	1	25.0	0	0.0	1	2.6	1	8.3	20	16.1	37	9.7
2.25-2.49	1	1.4	3	2.8	1	5.0	0	0.0	0	0.0	0	0.0	0	0.0	3	2.4	8	2.1
2.00-2.24	0	0.0	4	3.8	0	0.0	0	0.0	0	0.0	0	0.0	2	16.7	9	7.3	15	3.9
Below 2.00	0	0.0	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.8	2	0.5
Unknown	0	0.0	3	2.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	10	8.1	13	3.5
Total Sample	74	100.0	106	100.0	20	100.0	4	100.0	2	100.0	39	100.0	12	100.0	124	100.0	381	100.0

* Includes Oregon campuses which are not fully accredited by the state or are controlled by out-of-state institutions.

RevTable4 wb3

Table 5

College Choices of High School Graduates by Demographic and GPA Characteristics

	OUS		OR Comm College		OR Indep College		OR Proprietary		OR Other*		4-Year Out-of-State		2-Year Out-of-State		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender																		
Male	34	17.9	53	27.9	8	4.2	1	0.5	1	0.5	17	8.9	7	3.7	69	36.3	190	100.0
Female	40	20.9	53	27.7	12	6.3	3	1.6	1	0.5	22	11.5	5	2.6	55	28.8	191	100.0
Total Sample	74	19.4	106	27.9	20	5.3	4	1.1	2	0.4	39	10.2	12	3.1	124	32.6	381	100.0
Oregon Region																		
1 - Clatsop, Columbia, Lincoln, Tillamook	4	28.6	1	7.1	2	14.3	0	0.0	0	0.0	1	7.1	1	7.1	5	35.7	14	100.0
2 - Clackamas, Multnomah, Washington, Yamhill	33	20.8	53	33.3	10	6.3	1	0.6	1	0.6	23	14.5	4	2.5	34	21.4	159	100.0
3 - Benton, Lane, Linn, Marion, Polk	18	18.6	25	25.8	6	6.2	1	1.0	0	0.0	7	7.2	2	2.1	38	39.2	97	100.0
4 - Coos, Curry, Douglas, Jackson, Josephine	9	16.7	12	22.2	1	1.9	0	0.0	0	0.0	4	7.4	1	1.9	27	50.0	54	100.0
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	4	19.0	4	19.0	0	0.0	1	4.8	1	4.8	1	4.8	2	9.5	8	38.1	21	100.0
6 - Crook, Deschutes, Jefferson	0	0.0	8	57.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	42.9	14	100.0
7 - Grant, Harney, Klamath, Lake	3	27.3	2	18.2	0	0.0	1	9.1	0	0.0	1	9.1	2	18.2	2	18.2	11	100.0
8 - Baker, Malheur, Union, Wallowa	3	27.3	1	9.1	1	9.1	0	0.0	0	0.0	2	18.2	0	0.0	4	36.4	11	100.0
Total Sample	74	19.4	106	27.9	20	5.3	4	1.1	2	0.4	39	10.2	12	3.1	124	32.6	381	100.0

Table 5

College Choices of High School Graduates by Demographic and GPA Characteristics

	OUS		OR Comm College		OR Indep College		OR Proprietary		OR Other*		4-Year Out-of-State		2-Year Out-of-State		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
continued																		
Ethnic Group																		
African American	1	16.7	2	41.7	0	0.0	0	0.0	0	0.0	1	20.8	0	0.0	1	20.8	5	100.0
American Indian	2	18.2	3	27.3	1	9.1	0	0.0	0	0.0	1	9.1	0	0.0	4	36.4	11	100.0
Asian American	5	33.3	4	26.7	1	6.7	0	0.0	0	0.0	2	13.3	0	0.0	3	20.0	15	100.0
Hispanic/Latino	3	18.8	4	25.0	1	6.3	0	0.0	0	0.0	1	6.3	0	0.0	7	43.8	16	100.0
White	56	19.5	80	27.9	15	5.2	3	1.0	2	0.7	27	9.4	11	3.8	93	32.4	287	100.0
Mixed race/ethnicity	7	15.9	12	27.3	2	4.5	1	2.3	0	0.0	7	15.9	1	2.3	14	31.8	44	100.0
Declined to respond	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7	3	100.0
Total Sample	74	19.4	106	27.9	20	5.3	4	1.1	2	0.4	39	10.2	12	3.1	124	32.6	381	100.0
High School GPA																		
3.75-4.00	17	27.4	9	14.5	9	14.5	0	0.0	0	0.0	19	30.6	1	1.6	7	11.3	62	100.0
3.50-3.74	23	30.3	18	23.7	5	6.6	1	1.3	1	1.3	7	9.2	4	5.3	17	22.4	76	100.0
3.25-3.49	10	22.7	10	22.7	2	4.5	0	0.0	0	0.0	7	15.9	2	4.5	13	29.5	44	100.0
3.00-3.24	14	18.2	28	36.4	3	3.9	1	1.3	1	1.3	2	2.6	1	1.3	27	35.1	77	100.0
2.75-2.99	7	14.9	18	38.3	0	0.0	1	2.1	0	0.0	3	6.4	1	2.1	17	36.2	47	100.0
2.50-2.74	2	5.4	12	32.4	0	0.0	1	2.7	0	0.0	1	2.7	1	2.7	20	54.1	37	100.0
2.25-2.49	1	12.5	3	37.5	1	12.5	0	0.0	0	0.0	0	0.0	0	0.0	3	37.5	8	100.0
2.00-2.24	0	0.0	4	26.7	0	0.0	0	0.0	0	0.0	0	0.0	2	13.3	9	60.0	15	100.0
Below 2.00	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	2	100.0
Unknown	0	0.0	3	23.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	10	76.9	13	100.0
Total Sample	74	19.4	106	27.9	20	5.3	4	1.1	2	0.4	39	10.2	12	3.1	124	32.6	381	100.0

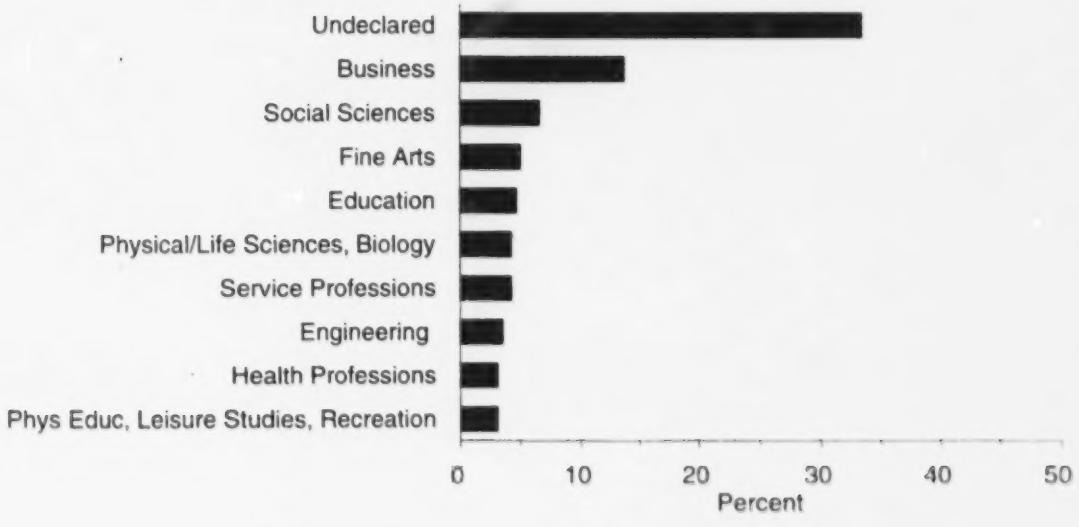
* Includes Oregon campuses which are not fully accredited by the state or are controlled by out-of-state institutions.

RevTable5 wb3

Table 6
Major Field of Study

Major	N	% of Respondents Attending College
Undeclared	86	33.5
Business	35	13.6
Social Sciences	17	6.6
Fine Arts	13	5.1
Education	12	4.7
Physical/Life Sciences, Biology	11	4.3
Service Professions	11	4.3
Engineering	9	3.5
Health Professions	8	3.1
Physical Education, Leisure Studies, Recreation	8	3.1
Computer Science	7	2.7
Dual Major	7	2.7
Engineering or Computer-Related Technologies	6	2.3
Journalism, Communications	6	2.3
Liberal Arts, Humanities	6	2.3
Criminal Justice, Human Service, Public Administration	4	1.6
Agriculture, Forestry, Marine	3	1.2
Automotive/Diesel Technologies	3	1.2
Other Technologies	2	0.8
Architecture and Related Fields	1	0.4
Foreign Languages	1	0.4
Home Economics	1	0.4
Total	257	100.0

Top 10 Major Fields of Study



RevTable6.wb3

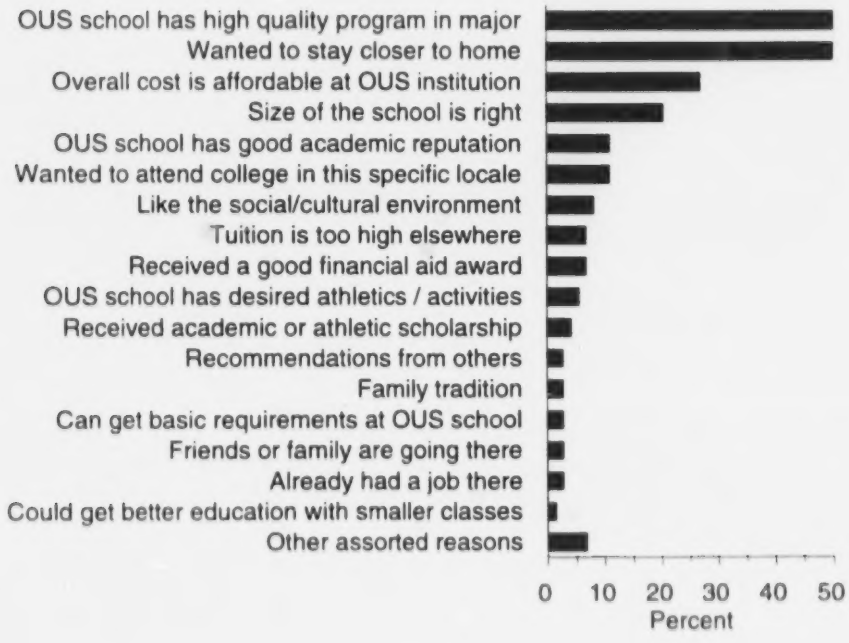
Table 7

Reasons for Choosing an OUS Institution

(N=74)

Reason	N	% of Respondents Choosing OUS
OUS school has high quality program in my major	39	52.7
Wanted to stay closer to home	37	50.0
Overall cost is affordable at OUS institution	20	27.0
Size of the school is right	15	20.3
OUS school has good academic reputation	8	10.8
Wanted to attend college in this specific locale	8	10.8
Like the social/cultural environment	6	8.1
Tuition is too high elsewhere	5	6.8
Received a good financial aid award	5	6.8
OUS school has desired athletics and activities	4	5.4
Received an academic or athletic scholarship	3	4.1
Recommendations from others	2	2.7
Family tradition	2	2.7
Can get basic requirements at OUS school	2	2.7
Friends or family are going there	2	2.7
Already had a job there	2	2.7
Could get a better education with smaller classes	1	1.4
Other assorted reasons	5	6.8

Principal Reasons for Choosing OUS


OUS school has high quality program in major
Wanted to stay closer to home
Overall cost is affordable at OUS institution
Size of the school is right
OUS school has good academic reputation
Wanted to attend college in this specific locale
Like the social/cultural environment
Tuition is too high elsewhere
Received a good financial aid award
OUS school has desired athletics / activities
Received academic or athletic scholarship
Recommendations from others
Family tradition
Can get basic requirements at OUS school
Friends or family are going there
Already had a job there
Could get better education with smaller classes
Other assorted reasons
0
10
20
30
40
50
Percent

RevTable7 wb3

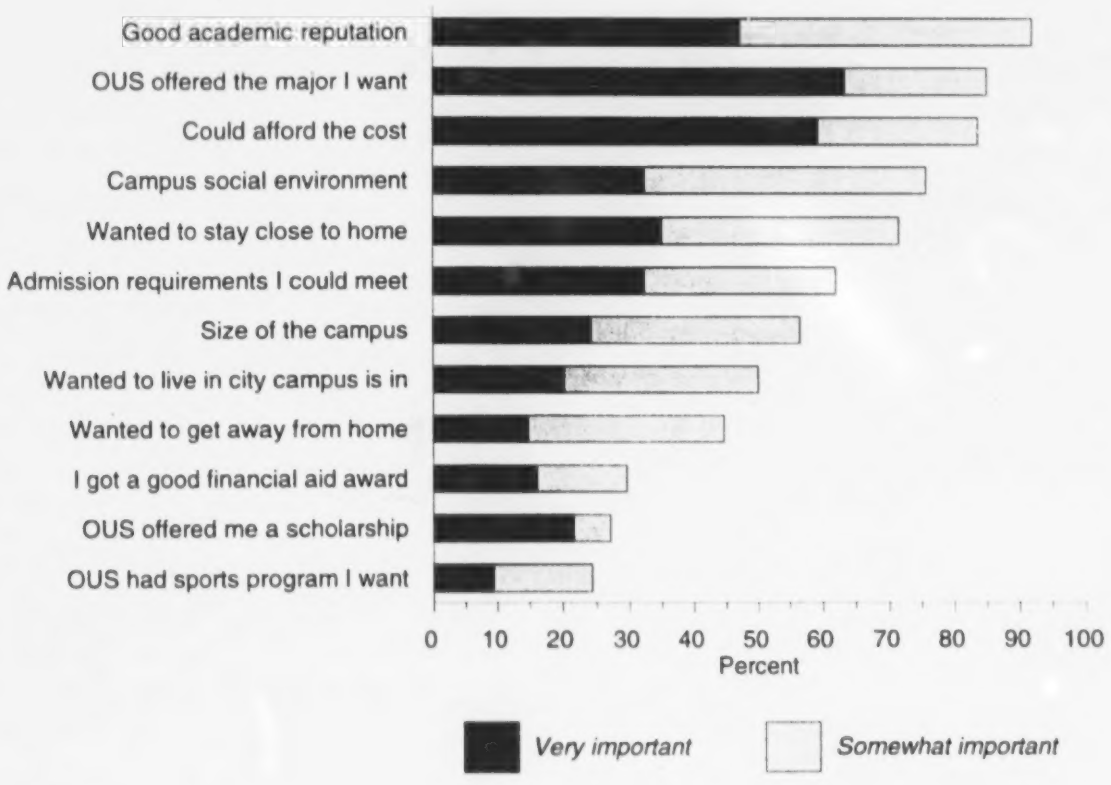
Table 8

Importance of Reasons for Choosing an OUS Institution

(N=74)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
Good academic reputation	35	47.3	33	44.6	68	91.9
OUS offered the major I want	47	63.5	16	21.6	63	85.1
Could afford the cost	44	59.5	18	24.3	62	83.8
Campus social environment	24	32.4	32	43.2	56	75.7
Wanted to stay close to home	26	35.1	27	36.5	53	71.6
Admission requirements I could meet	24	32.4	22	29.7	46	62.2
Size of the campus	18	24.3	24	32.4	42	56.8
Wanted to live in city campus is in	15	20.3	22	29.7	37	50.0
Wanted to get away from home	11	14.9	22	29.7	33	44.6
I got a good financial aid award	12	16.2	10	13.5	22	29.7
OUS offered me a scholarship	16	21.6	4	5.4	20	27.0
OUS had sports program I want	7	9.5	11	14.9	18	24.3

Reasons for Choosing OUS:
Degree of Importance


Good academic reputation
OUS offered the major I want
Could afford the cost
Campus social environment
Wanted to stay close to home
Admission requirements I could meet
Size of the campus
Wanted to live in city campus is in
Wanted to get away from home
I got a good financial aid award
OUS offered me a scholarship
OUS had sports program I want
0 10 20 30 40 50 60 70 80 90 100
Percent
Very important
Somewhat important

RevTable8.wb3

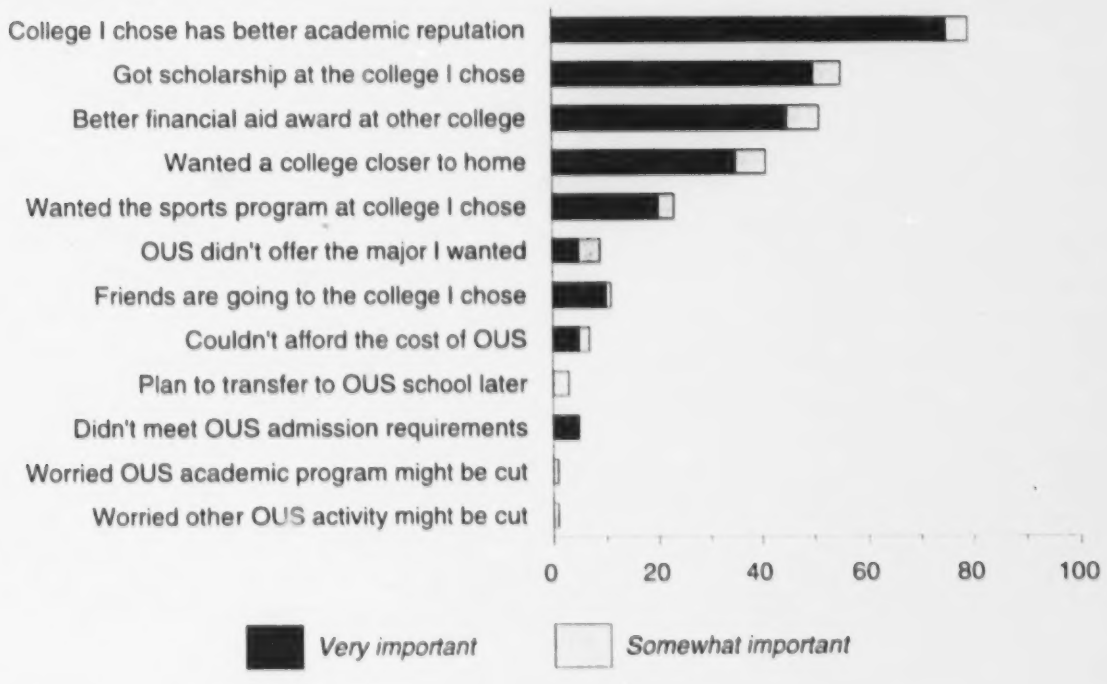
Table 9

Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Oregon Independent College

(N=20)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
College I chose has better academic reputation	15	75.0	4	20.0	19	95.0
Got scholarship at the college I chose	10	50.0	5	25.0	15	75.0
Better financial aid award at other college	9	45.0	6	30.0	15	75.0
Wanted a college closer to home	7	35.0	6	30.0	13	65.0
Wanted the sports program at college I chose	4	20.0	3	15.0	7	35.0
OUS didn't offer the major I wanted	1	5.0	4	20.0	5	25.0
Friends are going to the college I chose	2	10.0	1	5.0	3	15.0
Couldn't afford the cost of OUS	1	5.0	2	10.0	3	15.0
Plan to transfer to OUS school later	0	0.0	3	15.0	3	15.0
Didn't meet OUS admission requirements	1	5.0	0	0.0	1	5.0
Worried OUS academic program might be cut	0	0.0	1	5.0	1	5.0
Worried other OUS activity might be cut	0	0.0	1	5.0	1	5.0

Reasons for Choosing an Oregon Independent College Instead of OUS: Degree of Importance


College I chose has better academic reputation
Got scholarship at the college I chose
Better financial aid award at other college
Wanted a college closer to home
Wanted the sports program at college I chose
OUS didn't offer the major I wanted
Friends are going to the college I chose
Couldn't afford the cost of OUS
Plan to transfer to OUS school later
Didn't meet OUS admission requirements
Worried OUS academic program might be cut
Worried other OUS activity might be cut
0
20
40
60
80
100
Very important
Somewhat important

RevTable9.wb3

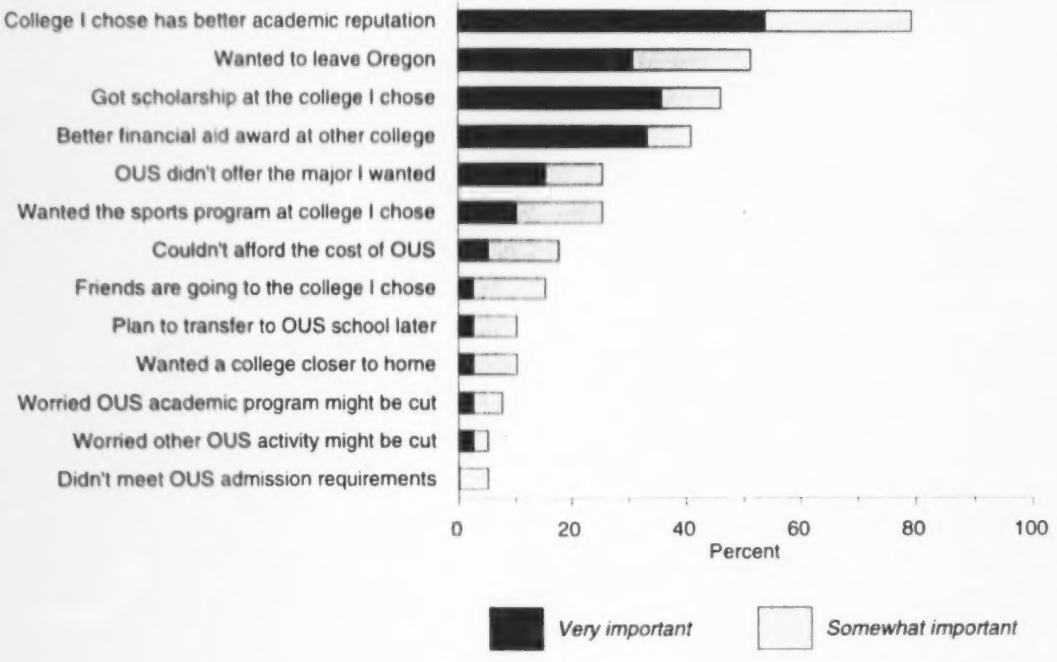
Table 10

Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Out-of-State Four-Year Institution

(N=39)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
College I chose has better academic reputation	21	53.8	10	25.6	31	79.5
Wanted to leave Oregon	12	30.8	8	20.5	20	51.3
Got scholarship at the college I chose	14	35.9	4	10.3	18	46.2
Better financial aid award at other college	13	33.3	3	7.7	16	41.0
OUS didn't offer the major I wanted	6	15.4	4	10.3	10	25.6
Wanted the sports program at college I chose	4	10.3	6	15.4	10	25.6
Couldn't afford the cost of OUS	2	5.1	5	12.8	7	17.9
Friends are going to the college I chose	1	2.6	5	12.8	6	15.4
Plan to transfer to OUS school later	1	2.6	3	7.7	4	10.3
Wanted a college closer to home	1	2.6	3	7.7	4	10.3
Worried OUS academic program might be cut	1	2.6	2	5.1	3	7.7
Worried other OUS activity might be cut	1	2.6	1	2.6	2	5.1
Didn't meet OUS admission requirements	0	0.0	2	5.1	2	5.1

Reasons for Choosing an Out-of-State Four-Year Institution Instead of OUS: Degree of Importance


College I chose has better academic reputation
Wanted to leave Oregon
Got scholarship at the college I chose
Better financial aid award at other college
OUS didn't offer the major I wanted
Wanted the sports program at college I chose
Couldn't afford the cost of OUS
Friends are going to the college I chose
Plan to transfer to OUS school later
Wanted a college closer to home
Worried OUS academic program might be cut
Worried other OUS activity might be cut
Didn't meet OUS admission requirements
0
20
40
60
80
100
Percent
Very important
Somewhat important

RevTable10.wb3

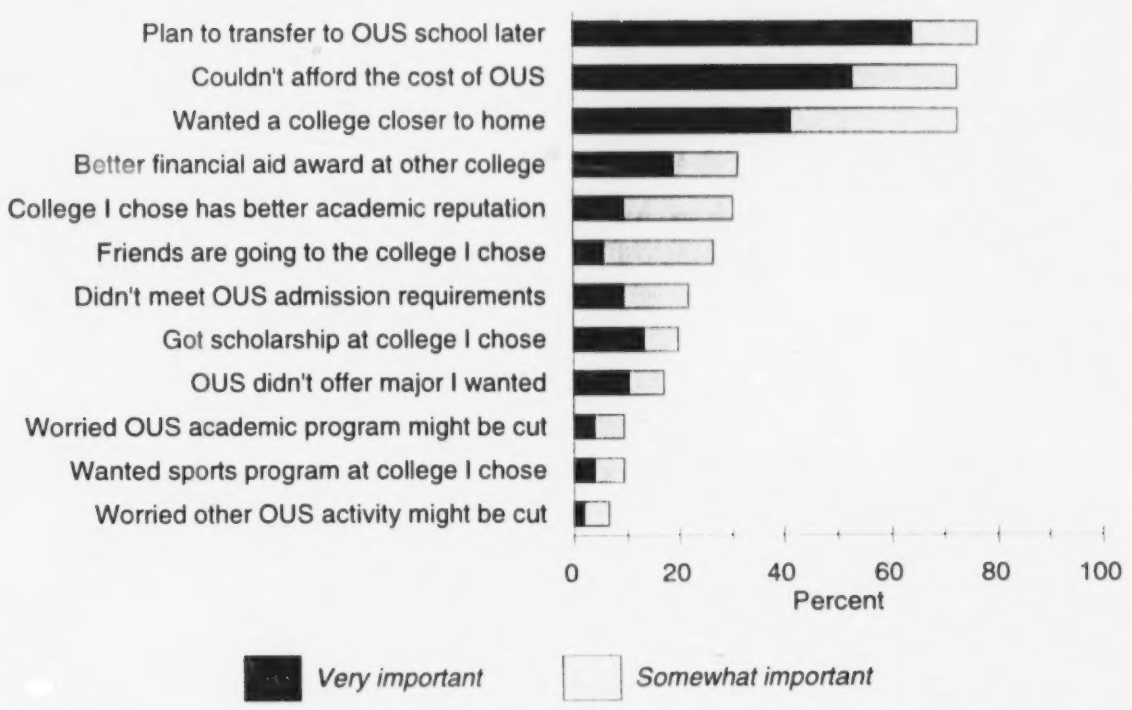
Table 11

Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Oregon Community College

(N=106)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
Plan to transfer to OUS school later	68	64.2	13	12.3	81	76.4
Couldn't afford the cost of OUS	56	52.8	21	19.8	77	72.6
Wanted a college closer to home	44	41.5	33	31.1	77	72.6
Better financial aid award at other college	20	18.9	13	12.3	33	31.1
College I chose has better academic reputation	10	9.4	22	20.8	32	30.2
Friends are going to the college I chose	6	5.7	22	20.8	28	26.4
Didn't meet OUS admission requirements	10	9.4	13	12.3	23	21.7
Got scholarship at the college I chose	14	13.2	7	6.6	21	19.8
OUS didn't offer the major I wanted	11	10.4	7	6.6	18	17.0
Worried OUS academic program might be cut	4	3.8	6	5.7	10	9.4
Wanted the sports program at college I chose	4	3.8	6	5.7	10	9.4
Worried other OUS activity might be cut	2	1.9	5	4.7	7	6.6

Reasons for Choosing an Oregon Community College Instead of OUS: Degree of Importance


Plan to transfer to OUS school later
Couldn't afford the cost of OUS
Wanted a college closer to home
Better financial aid award at other college
College I chose has better academic reputation
Friends are going to the college I chose
Didn't meet OUS admission requirements
Got scholarship at college I chose
OUS didn't offer major I wanted
Worried OUS academic program might be cut
Wanted sports program at college I chose
Worried other OUS activity might be cut
0
20
40
60
80
100
Percent
Very important
Somewhat important

RevTable11.wb3

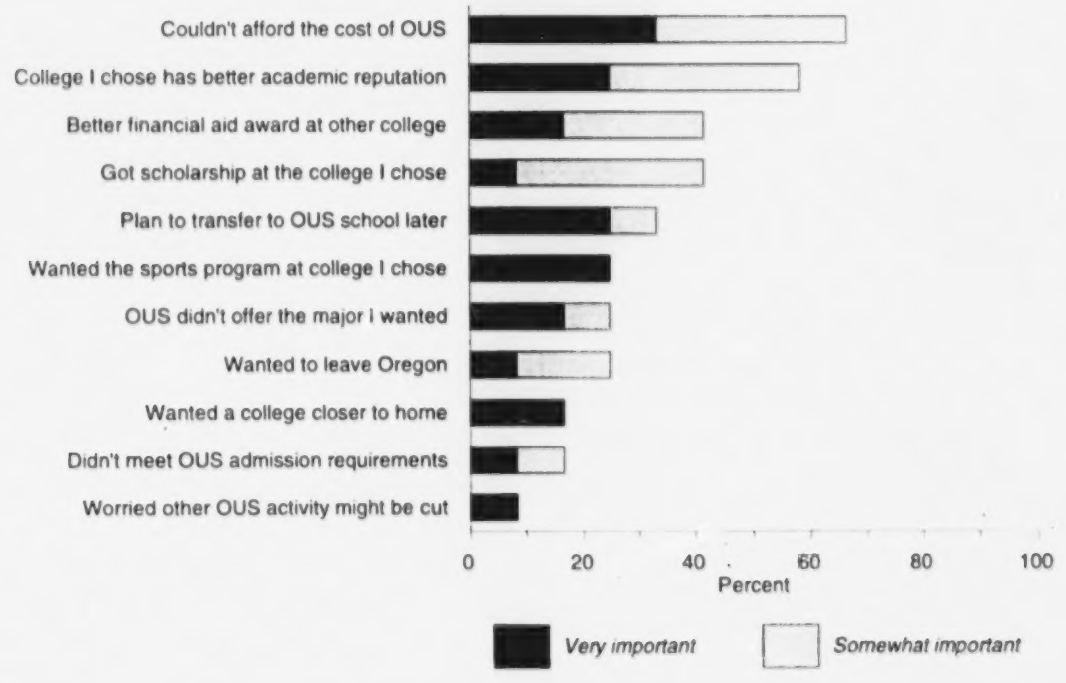
Table 12

Importance of Reasons for Not Choosing an OUS Institution: Respondents Who Chose an Out-of-State Two-Year Institution

(N=12)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
Couldn't afford the cost of OUS	4	33.3	4	33.3	8	66.7
College I chose has better academic reputation	3	25.0	4	33.3	7	58.3
Better financial aid award at other college	2	16.7	3	25.0	5	41.7
Got scholarship at the college I chose	1	8.3	4	33.3	5	41.7
Plan to transfer to OUS school later	3	25.0	1	8.3	4	33.3
Wanted the sports program at college I chose	3	25.0	0	0.0	3	25.0
OUS didn't offer the major I wanted	2	16.7	1	8.3	3	25.0
Wanted to leave Oregon	1	8.3	2	16.7	3	25.0
Wanted a college closer to home	2	16.7	0	0.0	2	16.7
Didn't meet OUS admission requirements	1	8.3	1	8.3	2	16.7
Worried other OUS activity might be cut	1	8.3	0	0.0	1	8.3
Friends are going to the college I chose	0	0.0	0	0.0	0	0.0
Worried OUS academic program might be cut	0	0.0	0	0.0	0	0.0

Reasons for Choosing an Out-of-State Two-Year Institution Instead of OUS: Degree of Importance


Couldn't afford the cost of OUS
College I chose has better academic reputation
Better financial aid award at other college
Got scholarship at the college I chose
Plan to transfer to OUS school later
Wanted the sports program at college I chose
OUS didn't offer the major I wanted
Wanted to leave Oregon
Wanted a college closer to home
Didn't meet OUS admission requirements
Worried other OUS activity might be cut
0
20
40
60
80
100
Percent
Very important
Somewhat important

RevTable12.wb3

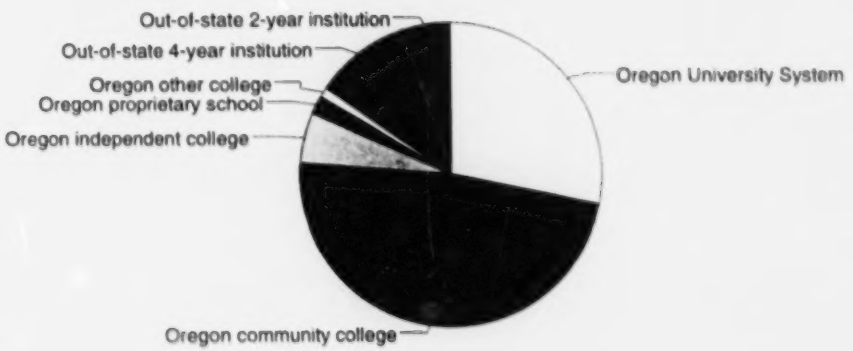
Table 13

College Choice of College-Bound Students: High GPA Students Compared to Other Students

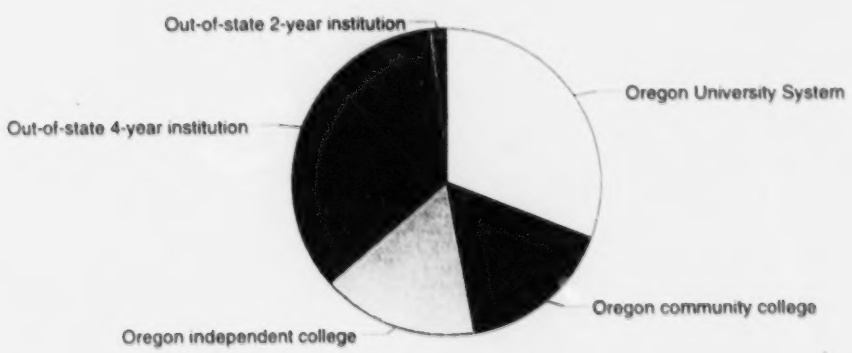
College Choice	GPA < 3.75 N	GPA < 3.75 %	GPA 3.75-4.00 N	GPA 3.75-4.00 %
Oregon University System	57	28.2	17	30.9
Oregon community college	97	48.0	9	16.4
Oregon independent college	11	5.4	9	16.4
Oregon proprietary school	4	2.0	0	0.0
Oregon other college*	2	1.0	0	0.0
Out-of-state four-year institution	20	10.0	19	34.5
Out-of-state two-year institution	11	5.4	1	1.8
Total enrolled in college	202	100.0	55	100.0

* Includes Oregon campuses which are not fully accredited by the state or are controlled by out-of-state institutions.

College Choice of College-Bound Students with GPA <3.75



College Choice of College-Bound High GPA Students



RevTable13.wb3

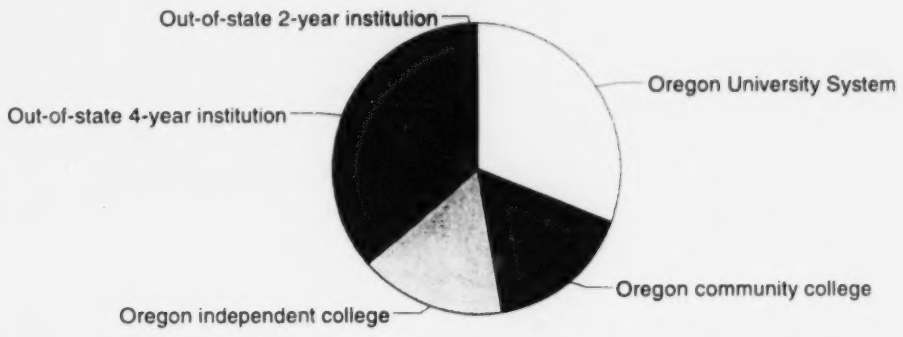
Table 14

College Choice of High GPA Students: Class of 1997 Compared to Class of 1995

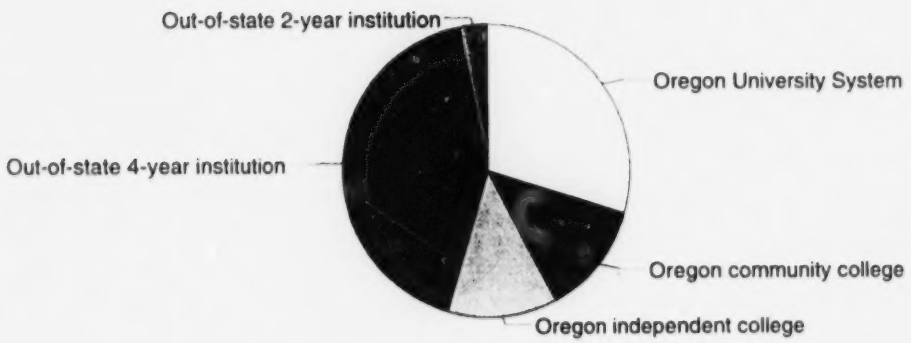
College Choice	Class of 1997 GPA 3.75-4.00 N	%	Class of 1995 GPA 3.75-4.00 N	%
Oregon University System	17	30.9	19	29.7
Oregon community college	9	16.4	8	12.5
Oregon independent college	9	16.4	8	12.5
Oregon proprietary school	0	0.0	0	0.0
Oregon other college*	0	0.0	0	0.0
Out-of-state four-year institution	19	34.5	27	42.2
Out-of-state two-year institution	1	1.8	2	3.1
Total enrolled in college	55	100.0	64	100.0

*Includes Oregon campuses which are not fully accredited by the state or are controlled by out-of-state institutions.

Class of 1997



Class of 1995



RevTable14.wb3

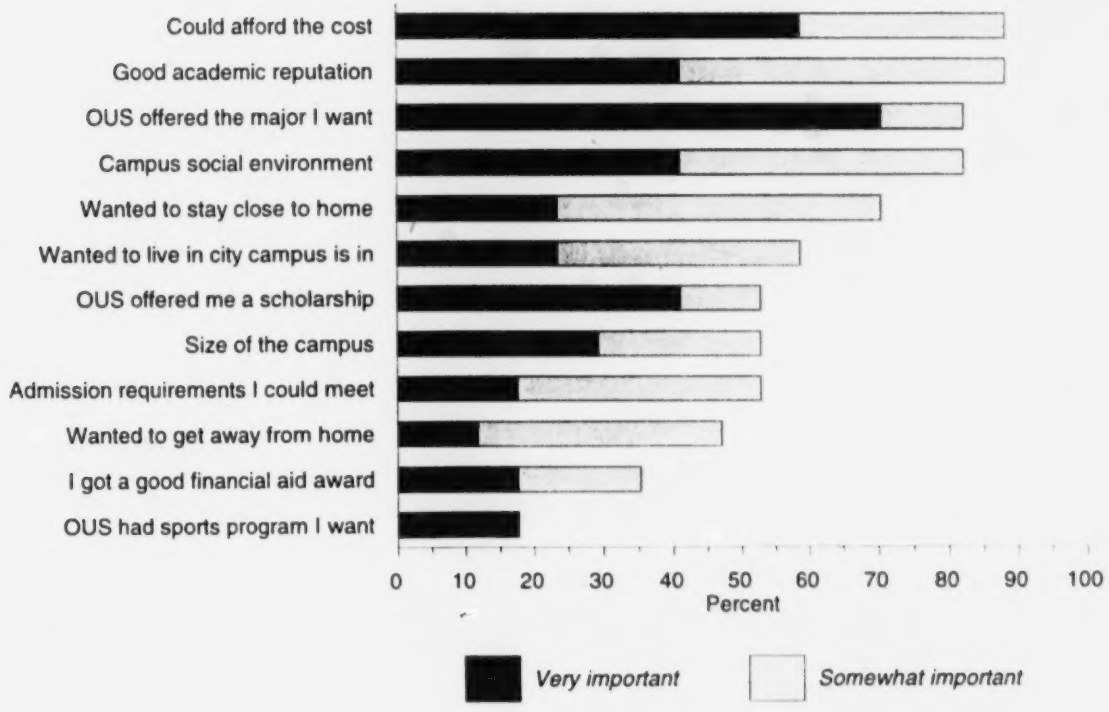
Table 15

Importance of Reasons for Choosing an OUS Institution: High GPA Students

(N=17)

Reason	Very Important N	Very Important %	Somewhat Important N	Somewhat Important %	Combined N	Combined %
Could afford the cost	10	58.8	5	29.4	15	88.2
Good academic reputation	7	41.2	8	47.1	15	88.2
OUS offered the major I want	12	70.6	2	11.8	14	82.4
Campus social environment	7	41.2	7	41.2	14	82.4
Wanted to stay close to home	4	23.5	8	47.1	12	70.6
Wanted to live in city campus is in	4	23.5	6	35.3	10	58.8
OUS offered me a scholarship	7	41.2	2	11.8	9	52.9
Size of the campus	5	29.4	4	23.5	9	52.9
Admission requirements I could meet	3	17.6	6	35.3	9	52.9
Wanted to get away from home	2	11.8	6	35.3	8	47.1
I got a good financial aid award	3	17.6	3	17.6	6	35.3
OUS had sports program I want	3	17.6	0	0.0	3	17.6

Reasons for Choosing OUS among High GPA Students: Degree of Importance

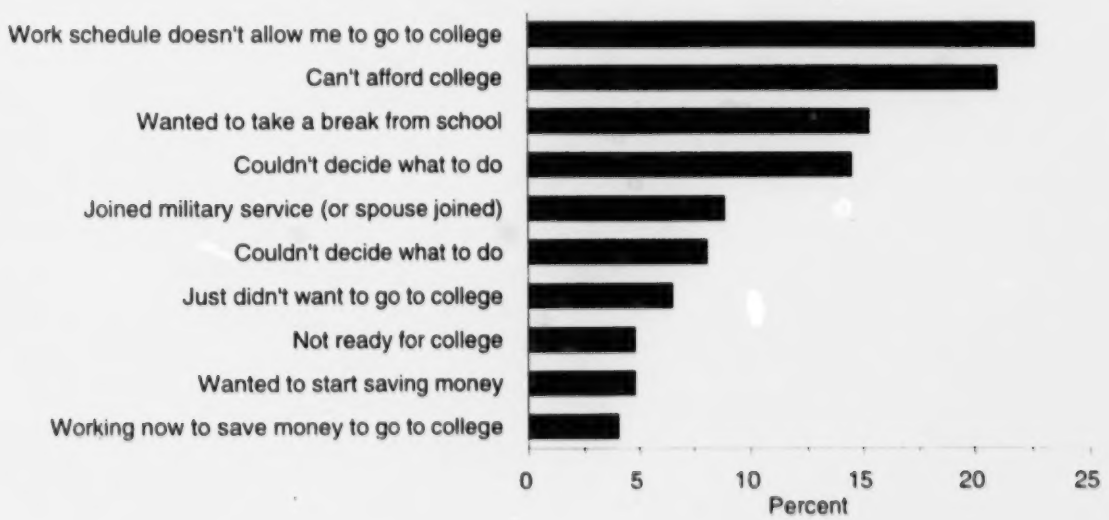


RevTable15.wb3

Table 16
Reasons for Not Going to College
(N=124)

Reason	N	% of Respondents Not Going to College*
Work schedule doesn't allow me to go to college	28	22.6
Can't afford college	26	21.0
Wanted to take a break from school	19	15.3
Joined military service (or spouse joined)	18	14.5
Couldn't decide what to do	11	8.9
Just didn't want to go to college	10	8.1
Not ready for college	8	6.5
Wanted to start saving money	6	4.8
Working now to save money to go to college	6	4.8
Wanted/needed to travel	5	4.0
Have a child to care for	5	4.0
Military will provide education or pay for it	4	3.2
Working to purchase something	4	3.2
Family, personal, or health problems preclude college	3	2.4
Family responsibilities require me to work instead	3	2.4
Missed deadline for college or loan application	3	2.4
Religious reasons	3	2.4
More interested in social life, not school	2	1.6
Have the job I want now, don't need more education	2	1.6
Didn't have high enough grades for college	2	1.6
Moved and getting settled	2	1.6
Waiting for girl/boyfriend to graduate from high school	2	1.6
Couldn't get enough funding/financial aid	1	0.8
High school didn't prepare student for college	1	0.8
Other assorted reasons	8	6.5

Top 10 Reasons for Not Going to College



RevTable16.wb3

Representativeness of Survey Respondents Compared to Post-High School Plans Survey Database and All Oregon Public High School Graduates

Appendix 1
Representativeness of Survey Respondents Compared to Post-High School Plans Survey Database and All Oregon Public High School Graduates

	Survey Respondents		PHSP Database		1997 Oregon Public High School Grads	
	N	%	N	%	N	%
Gender						
Male	190	49.9	9,854	49.5	13,389	48.3
Female	191	50.1	10,049	50.5	14,331	51.7
Total	381	100.0	19,903	100.0	27,720	100.0
*Ethnic Group**						
African American	5	1.3	273	1.4	464	1.7
American Indian	11	2.9	540	2.7	385	1.4
Asian American	15	3.9	760	3.8	1,043	3.8
Hispanic/Latino	16	4.2	874	4.4	1,201	4.3
White	287	75.4	15,011	75.4	24,627	88.8
Mixed/Unknown/Decline**	47	12.3	2,445	12.3	--	0.0
Total	381	100.0	19,903	100.0	27,720	100.0
Oregon Region						
1 - Clatsop, Columbia, Lincoln, Tillamook	14	3.7	983	4.9	1,484	5.3
2 - Clackamas, Multnomah, Washington, Yamhill	159	41.7	7,802	39.2	11,025	39.8
3 - Benton, Lane, Linn, Marion, Polk	97	25.5	5,209	26.2	7,007	25.3
4 - Coos, Curry, Douglas, Jackson, Josephine	54	14.2	2,896	14.5	3,880	14.0
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	21	5.4	847	4.3	1,322	4.8
6 - Crook, Deschutes, Jefferson	14	3.7	836	4.2	1,286	4.6
7 - Grant, Harney, Klamath, Lake	11	2.9	603	3.0	858	3.1
8 - Baker, Malheur, Union, Wallowa	11	2.9	727	3.7	858	3.1
Total	381	100.0	19,903	100.0	27,720	100.0

* The oversample of ethnic minority respondents in the 1997 survey was weighted to match the distribution in the Post-High School Plans database.

** In the data reported in this survey and in the Post-High School Plans survey, students of mixed ethnic background or those declining to identify their ethnic group were counted in the "unknown" category. Data on public high school graduates provided by school districts assigned all students to one of the ethnic categories provided, and did not count any as "unknown."

Sources: (1) OUS Office of Institutional Research, Class of 1997 PHSP database. (2) Oregon Department of Education, School Finance and Data Information Services.

RevApp1.wb3

Other Comments from Survey Respondents

General Sample
Ethnic Minority Sample

Other Comments: General Sample

We got far more information and communication from the Washington colleges than from the Oregon colleges. Washington schools sent letters and lots of other communication (phone calls). Oregon schools didn't even seem interested in following up by writing to her. Washington state colleges have their act together and Oregon's don't.

She was upset because she had to use our income (parents) to apply for financial aid, though she didn't even live at home. That rule is "off the wall."

Fall term was rough. To work and go to school at the same time is tough, and so is adjusting to the Corvallis environment.

Very important that people go to college. It's a needed stage before having a career.

It's too tough for a Caucasian child to get a scholarship. She applied for 17 and got none. Base scholarship on merit only, not race. (Single mom; hard to pay!)

People should get to know the town before they go because you don't know what you're getting into unless you check it out carefully. The U of O has so much drinking I had to move into another dorm. If I had known I probably wouldn't have chosen the U of O.

Have more specific questions and more of them. Too general now (the survey).

Why is it so expensive to go to college?

The educational system needs more funding.

College is good and everyone should go for it.

It might be interesting to find out from the kids how hard of an academic jump it is from high school to college.

My daughter didn't have a very clear sense of direction. I told her to just do basics for awhile. Too often kids think they need to choose a program right away.

The U of O isn't diverse enough ethnically. It'd be nice to change that if it could be done—to get different views from around the world.

I was told going to a community college is a very good step in getting ready for a four year school.

A lot of people don't even bother to apply to college because they don't think they can afford it. If they'd go through the application for financial aid they probably could get the money.

My G.P.A. is better in college than in high school!

BEST COPY AVAILABLE

At times there's an incredible amount of pressure put on 16 to 18 year olds to make sure they go on to college. Not everyone needs to go to college in order to be successful.

I know a lot of people who went out and got a job instead of going to college. That's not a good idea.

Education should be more available to students. It's too expensive. Students are pushed out of high school without guidance toward a career. They need exciting, interesting teachers who motivate them.

High standards are needed in high school to prepare students for college. Need more information about what classes to take to get ready.

Smaller high schools have a hard time preparing kids for college (backward curriculum). Should be more scholarships for B and B- students.

We were concerned about all the military recruiters who came to his school and told him lies about money and education he'd get. He found out they were lying and then was in a mess as far as deciding where to go to school. It was too late to get financial aid.

Lower the cost!

I think of myself as a unique case. I got a part-time job in my major (journalism) and couldn't have gotten that experience if I'd gone straight to U of O.

It's harder than I thought it would be to get all this homework done.

It's too hard to get financial aid. I've tried several times and no one will ever give me any money.

Make sure of goals before going to a four year college, even if it ends up taking six years instead of four. Don't get discouraged by going to a community college first.

State colleges should help new students to feel comfortable in the new environment.

For my field the Oregon State colleges aren't that good. There are some music departments but not enough theory is taught and there aren't any entire schools of music.

I think it's important to go to college and not take a break after high school. It's a good start in life.

She looked at both OSU and U of O, but she wanted to play on the BYU soccer team—even though OSU offered her a scholarship.

It's very difficult for kids to finance their education these days.

Open campus in high school is a problem. They could be doing drugs or anything else while they're out there. My son was exposed to bad influences because of lax control by the schools. So he dropped out and wasn't ready for college.

I don't know what I'll do. Work, I guess, if I can find a job.

Add sex education to high schools so everyone around here stops getting pregnant. It's hard to go to college with a baby.

I need to experience life a little before I go to college.

It's real tough right now sending kids to school. It's so expensive.

I hate the idea of paying out-of-state tuition down here in California.

Don't quit school is the advice I have.

One thing that really influenced my decision was that a lot of the kids who went to high school with me seemed stuck in a rut. I wanted to get out of here and do something with my life and not get stuck sitting in a classroom.

He's a good worker. Not everyone can go to college. The teachers in high school didn't help him when he needed it or maybe it'd be different now.

They need to pay more attention to under- and over-achievers. The over-achievers get bored because they're not getting enough to do that's interesting to them and the under-achievers get lost along the way.

Include special interest areas like art or film at regular colleges. There's a real need for less paperwork and more hands-on training.

It's always stressed that kids should go on to college, but if there's no money the parents are strapped—especially if they end up going into debt to help pay for education.

The tuition for college is too high.

Once I get into PCC and finish prerequisites I'll transfer to Western Oregon University. I'm going to be a cop.

Lower tuition costs.

I'd like to go to college, but I don't have any money.

From the past history of my kids, they all have taken the time off before going on to college. They all seemed a little lost as far as direction after high school. Maybe not prepared for college yet?

Should be more trades taught and less of classroom learning.

I'm a teacher. We're doing the best we can in education but there's not enough money.

We've always had very good success with the school system where our kids were concerned.

I'm working on biblical studies right now (informally).

She has problems. She has fetal alcohol syndrome (I adopted her). It has affected her ability in life choices, including school.

College is too expensive.

Take time with kids. Too many in classroom. I complained all through high school. Nothing was done. He couldn't go into the Marines because he couldn't pass tests. I pay tax dollars for other people's kids.

He intends to go to college when he gets back from his two year mission.

She went into the military so they could pay for her college. Many kids who go in the military enroll later in college, so the military can pay for it (that way they can afford college).

It's hard for the middle class to get financial aid, or pay out of their pockets. Makes it hard to go to college.

My son wasn't challenged enough in high school; he was bored. To prepare more people for higher education, stronger basics and academic requirements need to be offered at the high school level.

As working parents we can use help financially.

I want a copy of the study results, but I won't call the OUS phone number. You get it for me.

It's excellent.

A lot of it isn't needed as much. A lot of the classes that are required, like math and English.

The personal approach on the part of OSU staff was so important. I never expected they'd give her so much attention and spend time with her in answering questions. They need to keep that up.

I'd like to see students get better career counseling in high school and in college.

Only that college is good.

Is the degree that you're hoping to get just what employers are wanting? I think this is an important question.

I'm a lot farther along than people my age because I started in June. I have a 3.9 average and love school.

I don't know if you guys want to put this down, but my grade point in college is 3.60. It goes to show that you don't have to give up and don't have to get bad grades in college just because you did in high school.

State colleges are too expensive.

She was very much more socially inclined. If she was more academically inclined, we probably would have pushed more for her to go to a state school right away. But she's learning the importance of academics now and is doing a lot better grade-wise than she did in high school.

Kids should take their education into their own hands and if they don't feel they're getting what they need, they should try to find it.

I really enjoy the community college I'm going to. I've learned a lot from the classes I've gone to.

I think private schools will be more attended (both high schools and colleges) because public colleges don't offer as much variety of classes.

My decision was solely based on wanting an Army career and the high quality of ROTC here.

The application process for scholarships is difficult for students to understand.

Size was the most important factor and the Oregon State schools we looked at were all big.

It's important nowadays to go to college to get a good job.

Some of the colleges we looked at in Oregon needed to update facilities.

We're very estranged from our son, so we're not sure what he's doing. We heard he may be in culinary school.

I think he's dancing with a ballet company, but I don't know much about his situation now.

She didn't qualify for grants or loans at all, which screwed her up. She'd planned to attend winter term.

You need it: college and education.

I'm going to take some business classes.

She was living on her own, trying to finish high school. She's working split shift waitressing and would go to college if she had the money. We don't help her at all, so it's hard for her to get back to high school to finish and go to college.

College isn't for him. I wish there were more good trade schools; that type of training he'd do.

I'm very concerned that college is becoming so hugely expensive. Costs are spiraling so much that kids often are priced out of going to college. I don't understand why the cost is so high. I was able to go to a state university and the price was reasonable.

The hidden costs of college are a hitch in our craw right now. Every PE class has a fee and there are all these extra little fees for almost every class. They're called assessment fees usually and are in addition to tuition, books, and all the other things.

I think everyone should go on to a post-secondary school.

At Western and Willamette the people look after the students like family. At U of O she'd get lost in the crowd. Since I was a student there it's gone downhill. The U of O was even insulting, offered a very small scholarship in very stilted, impersonal communications.

They all (the students) should go to college for some extra training, to help with their work at least.

Community colleges are better than universities. It's easier to learn, smaller classes.

Just the cost...it's so hard to pay for college in Oregon.

The school system we have, grades one to twelve, are a complete failure. You don't have time to hear what I think of this.

Other Comments: Ethnic Minority Sample

You could ask people about their SATs, too.

Some really smart kids get bad grades because it's a form of silent rebellion to things going on in the family.

They don't teach you well enough; you've got to teach yourself.

I really wanted to go to college but I couldn't by myself without help. More information and help should be available. I talked to colleges about playing sports. I'm trying any way I can to get into college. I want as much help as I can get. Where should I go for help?

So much drug influence in high school that a lot of kids go astray before they go to college. Community college system is excellent. It helps students get feet on the ground with practical vocational skills. Too often kids end up with an "empty" degree and no real training for jobs.

I've been looking into schools, but it's hard with my schedule. Colleges should offer more weekend classes.

People should be amply ready for college or it'll be a waste of money.

The schools need to get back down to the basics like reading, writing, math so they'll be ready for college.

Preach college to kids. It's important for us to go. I'm enrolling as soon as I can.

Tuition is way too high even for middle income people like us to pay for.

My kids weren't prepared for college at the end of high school because they'd taken too many things like art and not all the college prep classes. None of the counselors or teachers had given them the right information regarding what they needed to take for college.

There's still discrimination in the schools against people of different races? My son had a hard time partly because he looks Mexican and people treated him differently.

She went to Park Rose High and it was too much of a cultural shock over here for her. There wasn't much emotional support for someone from another country in the school.

Regular college isn't for me. I want a training program for a job.

Should be more correspondence courses offered through colleges. The kids here on South Coast need that. All there is for them is beauty school or blue collar training.

It should be free! There are enough endowments out there for all to go free, but it's not used that way...so the rich get to go a lot more often.

I'm doing better now, with a higher G.P.A. than in high school!

Should be more emphasis on the arts always.

Colleges are run poorly because it's so impersonal. Maybe it's because it's so big, but it's such a cold environment. It's also true of high schools. We don't really have teachers who care anymore and not enough money for the educational system.

I just heard about some racial incidents at OSU. A white guy picked on an Asian guy. It worries me that this is happening.

I don't think high school prepared him for college. It was real eye-opening for him when he was faced with the difficulty of classes and workload in college.

They should lower the cost.

It's getting a little too spendy to go to college.

Determining factor was cost and historically community colleges cost less, so it's working out the way it should be.

Students don't have to jump into a four year college right away. It's OK to go to a community college.

Need to learn as much in high school as possible because college is going to kill you.

I left high school knowing I'd definitely go to college and it's working out great.

It's getting ridiculous how many classes are getting cut because of funding problems. The colleges need more money.

Tuition is way too much these days.

High schools should start cracking down on students to get them prepared for college. I had to figure out what to take in high school myself. Most of us end up not ready for college because we haven't taken the right high school classes.

It costs too much.

Colleges should consider a lot more than just G.P.A. when accepting or rejecting a student—there's more to a person.

More English should be taught so students from other countries can understand subjects better.

I'm doing better in college than high school because I'm actually attending classes.

The students need some more help in understanding how to fill out financial aid forms; it was so frustrating. I was clueless.

A college should provide enough openings so all students can get into it (rather than closing the class when full).

One reason I came to Boise State is that I got an out-of-state tuition waiver since my dad's an Idaho resident. It was a big issue.

Can you put my name in the scholarship pool?

The schools in Oregon sound good but I really wanted to be further from home.

He could get his Indian card and get some education free. I sometimes think it's a mistake to reward people because of their race like that. Help should be based on need and merit, not race.

It's interesting you called just when my roommate and I were talking about the possibility of going to college. I do want to.

His reasons for failure are totally his own fault. The schools bent over backward to accommodate him, but he wasn't interested.

Everyone needs more education. You can't have too much.

I was disappointed he didn't go to college.

I don't even remember that survey in high school.

Not every successful person needs a college education. There are a lot of self-made people out there.

She looked into a performance arts program. The requirements were so rigid and didn't allow her to even get a well-rounded education.

There should be more classes to prepare kids for college (on how to fill out registration forms, for example).

Is there any way that someone could push me out there to do it (go to school)?

School loans are too hard to get.

College is definitely a great choice for after high school. I'd highly recommend it, not only for preparing for a career but also because it teaches independence and skills that enable you to learn how to succeed in life.

The advisors at college should be more available to students when we need them.

What helped me a lot was to go to college right out of high school; I might have gotten side-tracked otherwise. It's also important to apply for scholarships early so the money is there for tuition.

They need more counseling/information on colleges. We moved here recently, and it was very hard for us to find out about colleges.

High school doesn't prepare us for college. I rolled right through high school, but when I got here it was kind of like a punch in the face.

Make college cheaper.

He didn't choose OSU for an ethnic reason. He got a letter saying there'd be an Ethnic Day. He liked that but got a second letter saying groups would be separated by race. He was offended and couldn't understand why students wouldn't be separated by major instead of ethnicity. Before that he was leaning toward OSU, but that turned him off and he chose PSU.

The teachers are one of the most important factors. At University of Portland they care, and remember what the students say.

I think that the public schools tend to not prepare students to enter college. Should pay more attention to basics so they're ready.

Trying to get financing for college for children is so hard.

I highly recommend not taking a year off between high school and college. The people I know who did that have trouble getting back to it.

What's this for, anyway?

Higher quality workers needed who can deal with students better and who really want to teach. More black programs needed.

I'd like to see the dollars spent in the classroom for education instead of on surveys, administration, sports and other non-academic related activities. I'm very concerned about my tax money being used for this type of survey and question whether it will help the students.

I've raised my G.P.A. at Blue Mountain partly because the teachers have stuck by me and helped me.

The reason why I chose the school I'm going to is that I can learn secretarial skills.

Not enough resources in Oregon compared to California and Washington.

I support OUS with contributions but I really worry about the future because of funding problems.

I wish the high school counselors would pay attention. My son's counselor didn't tell him about half the credit he needed to get into the college of his choice, although he graduated. Anyway, she should've informed him.

I don't like to see the trend coming up now with classes getting so large in high school.

The state should pull together funds for K-12. I had 40 students in each class. Can't work effectively like this. If you want to keep students in the state, don't cut education funds. Don't be so short-sighted. Drown the educational system with money—give it all that's needed. That way gifted students won't be drawn off to other states that offer better packages. There are a lot of good corporations in Oregon. Give students a chance to have education and skills to be able to work here in Oregon.

Tell the Governor to spend more on education in Oregon.

I think there may be more individualized attention in private colleges—more conducive to learning (for example: I have 6 people in one class).

I applied to U of O and it came down to being able to get much more personal attention from the teachers here in smaller classes.

She planned to go to college but I'm not sure if she did yet or not. I haven't talked to her for over 2 months.

Well, let's put it this way: I sure hope Clinton throws some money back at education; we need it big time.

I don't know if this relates but our health insurance didn't cover one of our kids just because she took a year off from college—simply because she was over 18 and not a student.

I always thought I was prepared for going to college, but I realized I wasn't. I didn't know where or when to take placement tests or how to fill out all the various forms and I still don't.

Education is for smart people and I am not that smart.

Basically, I think OSU offers a very good engineering school and I don't think people should look at out-of-state schools. Look at the courses the colleges offer rather than the name of the college.

Oregon high schools don't do enough to let black students know about scholarships that are available [to black students].

I plan to be very successful in whatever I end up choosing to do with my life.

Some of the basic requirements she wouldn't want to take from a non-Christian professor. That was important in her choice of college, too.

Survey Instrument

Survey of the Oregon High School Graduating Class of 1997

Interviewer _____

1. ID #:_____ **2.** Name of high school grad:_____

Last First MI

3. Phone #: _ _ _ - _ _ _ - _ _ _ _

4. 1 Male

2 Female

Hello, my name is _____ and I'm calling on behalf of the Oregon State System of Higher Education. May I speak with _____, or if she(he) is not available, may I speak with one of her(his) parents?

5. Speaking to:

1 H.S. grad '97

2 Parent

3 Other _____

We are conducting a survey of the class of 1997 Oregon high school seniors. We got your (your daughter's/son's) name from a survey about your (her/his) plans after high school which you (she/he) completed a couple of years ago. Do you have about 5 minutes to answer a few questions about what you (your daughter/son) have (has) been doing since you (she/he) finished high school? I promise that I'm not selling a thing and that all of your comments are strictly confidential.

---

6. First, did you (your daughter/son) graduate from high school prior to fall of 1997?

1 Yes **(SKIP TO QUESTION 8)**

2 No

9 Don't know

---

7. Did you (your daughter/son) get a GED or some other equivalent prior to fall of 1997?

1 Yes

2 No

9 Don't know

---

8. Did you (your daughter/son) enroll in college in fall 1997?

1 Yes **(SKIP TO QUESTION 10)**

2 No

9 Don't know **(SKIP TO QUESTION 19)**

---

9. Did you (your daughter/son) enroll in college for winter term? **(PROMPT: ARE YOU [IS YOUR DAUGHTER/SON] CURRENTLY ENROLLED IN COLLEGE?)**

1 Yes

2 No **(SKIP TO QUESTION 17)**

9 Don't know **(SKIP TO QUESTION 19)**

---

10. Did you (your daughter/son) go to college full-time or part-time? **(PROMPT: IS BEING A STUDENT YOUR [HER/HIS] MAIN ACTIVITY? THIS CAN ALSO BE THOUGHT OF AS TAKING 4 OR MORE CLASSES OR SPENDING 12 OR MORE HOURS A WEEK IN CLASS.)**

1 Full-time

2 Part-time

9 Don't know

11. What is your (your daughter's/son's) major? **(PROMPT: WHAT PROGRAM ARE YOU [IS SHE/HE] STUDYING?)**

1 Major(s) or area(s) of study_____

2 Undecided or undeclared

3 Don't Know

(CODE FROM PROGRAM LIST) __ __ __ __ __ __

---

12. Which college did you (your daughter/son) attend? (ONE COLLEGE ONLY) (DON'T READ LIST)

A State System or affiliated university listed below:

1 Eastern Oregon University
2 Oregon Health Sciences University
3 Oregon Institute of Technology
4 Oregon State University
5 Portland State University
6 Southern Oregon University
7 University of Oregon
8 Western Oregon University

(CIRCLE ONE FROM 1-8, THEN SKIP TO QUESTION 15)

OR

9 Other college (write down name and state) _____

College Name State

Which campus or city? _____

(CODE FROM COLLEGE LIST) __ __ __ __ __ __

---

13. What were the reasons you (your daughter/son) did <u>not</u> choose one of the public 4-year universities in the Oregon State System of Higher Education? **(PROBE: ANYTHING THAT WAS IMPORTANT TO YOU WHEN YOU DECIDED TO GO TO COLLEGE. MAY NEED TO CLARIFY THAT THE STATE SYSTEM CONSISTS OF THE <u>4-YEAR</u> PUBLIC UNIVERSITIES IN OREGON.)**

VERBATIM RESPONSE (AS MANY REASONS AS THEY WANT):

(PROBE AGAIN: ARE THERE ANY OTHER REASONS YOU [SHE/HE] CHOSE THE COLLEGE YOU [SHE/HE] ATTENDED?)

(CODE FROM "REASONS NOT OSSHE")

---

14. This will take a moment, but I want to go through a more detailed list of reasons people have given for choosing a college. As I read each reason, could you tell me how important it was in your (your daughter's/son's) decision to go to some other school: Very Important, Somewhat Important, Not Very Important, or Not at All Important. *(Rotate answers.)*

		Very Important	Somewhat Important	Not Very Important	Not at All Important	Not sure/ DK
1	State System college didn't offer desired major	4	3	2	1	9
2	Couldn't afford the cost of a State System college	4	3	2	1	9
3	Didn't meet admission requirements	4	3	2	1	9
4	Got scholarship at the college I chose	4	3	2	1	9
5	Better financial aid at college I chose	4	3	2	1	9
6	Wanted to leave Oregon	4	3	2	1	9
7	College or program I chose has better academic reputation	4	3	2	1	9
8	Wanted college closer to home	4	3	2	1	9
9	Wanted sports program at college I chose	4	3	2	1	9
10	Plan to transfer to State System college later	4	3	2	1	9
11	Worried academic program or major I want at the State System might be cut	4	3	2	1	9
12	Worried some other program or activity at the State System might be cut (e.g., sport or extracurricular activity)	4	3	2	1	9
13	Friends were going there	4	3	2	1	9

(SKIP TO QUESTION 19)

15. Why did you (your daughter/son) choose the Oregon State System college you (she/he) attended? **(PROBE: ANYTHING THAT WAS IMPORTANT TO YOU WHEN YOU DECIDED TO GO TO COLLEGE.)**

VERBATIM RESPONSE (AS MANY REASONS AS THEY WANT):

(PROBE AGAIN: ARE THERE ANY OTHER REASONS YOU [SHE/HE] CHOSE THE COLLEGE YOU [SHE/HE] ATTENDED?)

(CODE FROM "REASONS FOR OSSHE")

---

16. This will take a moment, but I want to go through a more detailed list of reasons people have given for choosing a college. As I read each reason, could you tell me how important it was in your (your daughter's/son's) choice of college: Very Important, Somewhat Important, Not Very Important, or Not at All Important. *(Rotate answers.)*

		Very Important	Somewhat Important	Not Very Important	Not at All Important	Not sure/ DK
1	The college offers the major I want	4	3	2	1	9
2	Wanted to stay close to home	4	3	2	1	9
3	Wanted to get away from home	4	3	2	1	9
4	Good academic reputation	4	3	2	1	9
5	Campus social environment	4	3	2	1	9
6	The college offers the sports program I want	4	3	2	1	9
7	Size of the campus	4	3	2	1	9
8	Wanted to live in the city campus is in	4	3	2	1	9
9	Could afford the cost	4	3	2	1	9
10	I was offered a scholarship	4	3	2	1	9
11	Got a better financial aid award	4	3	2	1	9
12	Admission requirements I could meet	4	3	2	1	9

(SKIP TO QUESTION 19)

17. Can you tell me the major reason you (your daughter/son) decided not to go to college during this past fall or winter term? **(PROBE: ANYTHING YOU CAN THINK OF THAT WOULD HAVE BEEN THE MAIN THING AFFECTING THE CHOICE OF WHAT TO DO.)**

17a. VERBATIM RESPONSE (ONE MAJOR REASON):

17b. OTHER REASONS (AS MANY OF DESIRED):

(CODE FROM "REASONS NO COLLEGE")

---

18. Do you (does your daughter/son) plan to enroll in college sometime during the next 12 months?

1 Definitely won't
2 Probably won't enroll
3 Don't know
4 Probably will enroll
5 Yes, definitely plan to enroll

---

19. What is your best estimate of your (your daughter's/son's) grade point average (GPA) when you (she/he) last attended high school?

GPA: __ . __ __ DK

20. My last question is just to help us in our analysis. If you don't mind, what is your (your daughter's/son's) race or ethnic group? **(PROBE: AMERICAN INDIAN, ASIAN AMERICAN, BLACK OR AFRICAN AMERICAN, HISPANIC OR LATINO, WHITE.)**

1 American Indian/Alaska Native/Eskimo

2 Asian/Pacific Islander

3 Black/African American

4 Hispanic/Latino

5 White/Caucasian/Middle Eastern

6 Mixed race/ethnic group

7 Other _____

8 Decline to respond

21. Before I finish, do you have any other comments you think we should include in our survey?

Thanks so much for taking the time to answer these questions. You have been very helpful!